

Scholastic  
LOOSE-LEAF NOTEBOOK  
No. 1



They Must Go Afar from Here

Score page 16 by this key. Multiply the number of errors by 12, subtract from 100, and record the score on page 15.

# SCHOLASTIC LOOSE LEAF NOTE BOOK



For Theme Paper

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*Ranger Jensen*  
JUST CAPITALS

"Just capitals. We had those last year; they're easy," you say. Yes, very easy if you have formed the right habits; very hard if you have been careless. In order to master capitals, you must be on your guard continually. Otherwise, just when you least expect it, one will slip past you. Study this style sheet carefully until you can explain the principle which governs each section and can write the entire sheet perfectly to your teacher's dictation.

STYLE SHEET 1: CAPITALS

- |  |   |  |
|--|---|--|
| 1<br>fall<br>February<br>Saturday<br>spring  | 2<br>high school<br>Liberty High School<br>grammar school<br>Roosevelt Grammar School   | 3<br>Spanish<br>ancient history<br>English history<br>general science  |
| 4<br>Italian opera<br>American army<br>French pastry<br>Indian weapons   | 5<br>President James<br>president of the college<br>elected vice-president<br>Wilson was President  | 6<br>Yellowstone Park<br>Hudson River<br>Fifty-ninth Street<br>Blackstone Theater                                      |
| 7<br>appointed captain<br>Captain Andrews<br>dean of girls<br>Dean Webster   | 8<br>the Capitol at Washington<br>the state capital<br>the French and Indian War<br>the Constitution of the United States   | 9<br>God<br>Greek gods<br>goddess<br>by His mercy  |
| 10<br>freshman<br>sophomore class<br>junior<br>senior president  | 11<br>the Bible<br><i>The Last of the Mohicans</i><br><i>Ports and Happy Places</i><br><i>My Dog's Escape</i>   | 12<br>the Battle of the Marne<br>the French Revolution<br>the Middle Ages<br>the Reformation                           |
| 13<br>my favorite uncle<br>Uncle John<br>Ask Mother<br>your mother<br>Here, sonny!<br>(Unlike other words of relationship, mother and father often permanently displace the person's real name. These use call for caps. Only seldom do other words of relationship require caps for this reason.) | 14<br>going west (direction)<br>the West (section of country)<br>the west wind<br>Western pictures<br>(The test is: does west bring to mind mountains, cowboys, open spaces? Then use a cap.) | 15<br>Lincoln's Birthday<br>Fourth of July<br>Thanksgiving day<br>Armistice Day (Day is a necessary part of the name.) |

The next six pages will show whether you have really mastered the use of capitals.



## I. POSSESSIVES

### A. Singular nouns always add 's. No exceptions.

#### Singular Nouns

1. a baby
2. a hero
3. an hour
4. a witch
5. a fox
6. a princess
7. Frances
8. a sheep
9. a man
10. a woman
11. a child

#### Possessives

1. a baby's smile
2. a hero's deeds
3. an hour's ride
4. a witch's spell
5. a fox's pelt
6. a princess's crown
7. Frances's brother
8. a sheep's tail
9. a man's ambition
10. a woman's dress
11. a child's happiness

### B. Plural nouns

If the plural ends in s, add the apostrophe after the s.

1. those babies
2. our heroes
3. four hours
4. three witches
5. many foxes
6. six little princesses
7. both Franceses

1. those babies' smiles
2. our heroes' deeds
3. four hours' ride
4. three witches' spells
5. many foxes' pelts
6. six princesses' crowns
7. both Franceses' fathers

If the plural does not end in s, add 's.

8. several sheep
9. men
10. women
11. children

8. several sheep's tails
9. men's ambitions
10. women's dresses
11. children's happiness

### C. Personal pronouns. No apostrophes, singular or plural.

his, hers, its, ours, yours, theirs, whose

### D. Indefinite pronouns follow the rules for nouns.

one's opportunities	everyone's efforts	everybody's troubles
anyone's success	another's troubles	anybody else's

## II. CONTRACTIONS (examples)

- |                      |                     |
|----------------------|---------------------|
| 1. have not          | 1. haven't          |
| 2. will not          | 2. won't            |
| 3. you are           | 3. you're           |
| 4. it is             | 4. it's             |
| 5. The ship is gone. | 5. The ship's gone. |
| 6. Who is absent?    | 6. Who's absent?    |

## III. Plurals of letters, figures, and signs, and of words used as words.

1. Dot your *i*'s, cross your *t*'s, and count your *7*'s.
2. Distinguish between the *-*'s and *+*'s.
3. The *Sp*'s in the margin mean misspelled words.
4. There are too many *and*'s in your sentence.

Study the style sheet. Ask questions. Do you suppose some one in the class is keen enough to write the entire page without a mistake when your teacher dictates it?



# They Must Go Afar from Here

Jerry,  
Twenty-fifth Street Pine  
Avenue.

Fairview Tennis Club

Frank's

Andy Hergesheimer,

Indian

Liberty High School.

Andy

Battle

of Bunker Hill, Declaration of Independence, Emancipation Procla-

President Lincoln's Gettysburg Speech,

Fourth of July

Mr. Frank

Morton,

Western states.

Rocky Mountains, Yellowstone Park, Pike's Peak,

Wyoming

Christmas tree,"

Malone,

Irish

Russian

Hunting Trips of a Ranchman.

West.

Spanish

Indian  
Mexican

Andy's

On page 20 is a style sheet in the use of apostrophes. Loosen the glued edges, but do not remove the sheet from the pad.



*Ranger Jensen*  
Add any necessary commas.

MASTERY SCORE

28

To be copied on progress record

## MASTERY TEST: COMMAS

### Sub Zero

1. "I say Dad, I understand now why these camps specialize in thick warm blankets," exclaimed Frank. "Here in August, the hottest month of the year, I woke up nearly freezing last night. I burrowed down under those covers, got as close to Bob as I could without pushing him out of bed, and still shivered till my teeth chattered."
2. "Just imagine Frank, what a warm-blooded mammal you'd have to be to keep warm here in January," suggested Uncle Sid. "Summer's practically over you know by September fifteenth. After that the hotels, the camps, and the stores are all closed; and no one is allowed to enter the park, I understand, unless he can satisfy the rangers that he can take care of himself in case of a blizzard."
3. "Did you ever see a real, honest-to-goodness blizzard Uncle Sid?" asked Bob.
4. "Yes last February I weathered a corker, the worst Yellowstone has seen in years. We were lucky enough to be right near a ranger station, the only shelter anywhere around. Ten minutes after the storm struck, it was nip and tuck whether we'd ever find that cabin. The snow and wind pushed us, blinded us, and choked us as we stumbled along. I thought of you folks safe and warm before your grate fire at 766 Pleasant Avenue Fairview, Illinois while I wasn't sure I'd ever see a fire again."

Complete the sentences below so that two contain dates (month, day, and year) and two contain addresses (number on street, town, state).

1. February 9, 1923 was the date of Uncle Sid's blizzard.
2. A magazine dated January 1, 1913 was the only reading material they found in that cabin.
3. While we took turns keeping up the fire that night, we wrote letters to keep awake: mine went to you folks; Bill Fricky wrote to his mother at 9811, 1st St. New York, N.Y. where he was brought up; and Ted Wiersema wrote his sweetheart at 1528 Elmwood Park, Mass. that he wished he was there too.



Score page 18 by this key. Check every unnecessary apostrophe and every omission of a necessary apostrophe. Then multiply the number of errors by 4, subtract the result from 100, and record the score on page 18.

### Highway Cookery

children's voices

the Mortons' summer

Lewis's twin son and daughter,  
parents' interested ears.

their

their car's equipment,

They've a

It's regulated

an hour's drive.

there's a place

refrigerator's the

Jane's contribution.

a woman's mind, I'm afraid

a man's genius."

"You're right. Bob's responsible

he's had

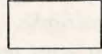
everyone's advice

'men's genius.' Frank hasn't

five hours' work

On page 22 is another exercise in the use of apostrophes. Remove it from the pad at your teacher's direction.





To be copied on progress record

## APOSTROPHE BEGINNINGS

To be copied on progress record

*Study again the style sheet for possessive forms of singular and plural nouns. Can you recognize and punctuate the 27 singular possessives in the story below? Sometimes you will need to add an s as well as an apostrophe. Exercise your skill in the use of capitals. There are 20.*

The Trail Leads West

All was in readiness for the family's vacation. Anna Peters, a neighbor's girl, had come for Sohrab, Ruth's Persian cat; and Elmer Jackson, promising to humor the dog's whims, had led away Malone, Frank's Irish terrier.

The last day's work had been finished early. After the evening's conference, Dr. Morton sent all the youngsters to bed, while he and Mrs. Morton scanned their lists to see that nothing had been omitted. The truck stood ready in the garage like a race horse awaiting the starter's signal.

At daybreak Frank sat up in bed. He had dreamed of hearing the thud of a cow's hoofs and the tat-tat-tat of the pursuing horse and rider. He poked Bob's ribs and called, "All aboard for a cowboy's paradise! Don't forget your parcels!"

"I must have been dreaming," said Bob, rubbing his eyes. "I really didn't think I should get a night's sleep, but I must have dozed off. Just as you nudged me, I was looking into a geyser's crater."

"Let's be the first ones downstairs," urged Frank.

While they were dressing, they heard Ruth's cheery voice calling, "Breakfast's ready! Bob's hard egg and Frank's soft one are cooling."

Bob laughed. "It's hard to beat a woman's speed when she means business," he said. "Mother and Ruth must have been up before the sun's rays got much of a start." Then his eye fell on the truck parked out in front. "That's father's doing," he added. "We're going to find it hard to measure up to this family's pace."

After a hearty breakfast — for Dr. Morton would not allow them to let the inward excitement get the better of the body's needs — they hurried out to the truck. Dr. Morton took the driver's place at the wheel.

"All set?" he asked. "Westward ho!" The engine's hum began. Suddenly a call was heard; and Jerry, Andy, and Charles came loping down the street, in time by a second's margin.

"Ride a wild one for me!" was Jerry's farewell.

"Don't stumble into some grizzly's den at Yellowstone!" came Charles parting shot.

The car with its excited family moved slowly up twenty-fourth street. They were off on the Western trail.



## They Shall Meet Friends.

## Hoback River's

"Who's ready?"

33



90

To be copied on progress record

# Ranger Jones ON THE TRAIL OF ADJECTIVES

Look at the underlined words in the following sentences:

1. The campers used tin plates.
2. Their appetites were keener than usual.
3. The surrounding trees protected them from the wind.
4. Striped chipmunks frisked in the underbrush.

If the first sentence said, *The campers used plates*, we should be free to imagine the campers as using plates made of paper or aluminum or tin or china. But when *tin* is added to the sentence, we are not so free. We may imagine only tin plates.

*Tin* has limited or changed our idea of plates.

When we change a plan, we say that we modify the plan. For example: *At first I planned to spend only three dollars for my books, but later I had to modify my plan and spend five.* In the same way, when we change an idea, we say that we modify that idea. In our sentence about the campers, since *tin* changes our idea of the plates, we say that *tin* modifies the meaning of the noun *plates*.

Adjectives! — That is what we call words whose business it is to modify nouns.

Look back now to the four sentences at the top of the page. You will see that each underlined word is an adjective, which changes or modifies the meaning of a noun. Show that you understand the use of adjectives by completing the following sentences:

*Tin* is an adjective because it modifies the noun plates.

*Keener* is an adjective because it modifies the noun appetites.

*Surrounding* is an adjective because it modifies the noun trees.

*Striped* is an adjective because it modifies the noun chipmunks.

In the space below write a paragraph about a pet you once had, perhaps still have, using a number of adjectives to let us know his color and size, his disposition, his tricks. Underline the adjectives, and draw an arrow from each to the word it modifies.

Hilmar was the name of a coal black →  
→ dog. He was very smart and I taught him  
to work. He could pull a load of 140 lbs on  
the level in his little black cart made  
of two wheels and some old boards.



Score page 32 by this key. Subtract 4 for each error in underlining. Let your teacher decide whether she wishes to consider Tarzan's a possessive adjective. In the last sentence it is not an error if there are three lines under the last adverbial clause. Do you know why? Record the score on page 32.

After dinner Frank and Bob went eagerly to the big corral with Ben. They perched themselves precariously on the top rail to watch Dad Quely give a dose of medicine to a sick horse named Tarzan.

The boys saw that Dad Quely treated the animal gently but firmly. Tarzan was patient too and seemed to understand he was being helped although he hardly enjoyed the unpleasant procedure.

Dad Quely tied Tarzan's head to a high rail of the corral. Then he climbed still higher as he talked quietly and reassuringly to the uneasy beast. Dad grasped the lower jaw of the horse firmly in his left hand and thrust the long neck of a quart bottle behind Tarzan's teeth and into his throat.

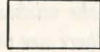
Talking all the while in the same quiet tones, Dad kept Tarzan's head up and neck extended until the last drop had gurgled out of the bottle and down Tarzan's throat. Then Dad patted and praised the horse as he removed the bottle. Next he gradually lowered the taut head, and climbed quietly down to the ground. He removed the halter that had tightly held Tarzan's head and stood for a moment explaining his act of friendship in words that horses understand.

Tarzan rubbed his nose on Dad's sleeve, tossed his head, swished his tail, and galloped to the other end of the corral.

"Well," exclaimed Frank, "and to think of the royal row that I kick up when Mon insists on a teaspoon of that harmless fig syrup!"

*On page 36 is an exercise in understanding adjective phrases. Remove it from the pad at your teacher's direction.*





To be copied on progress record

## THE DISCOVERY OF ADJECTIVE PHRASES

Look at the underlined words in the following sentences:

1. The campers used plates of tin.
2. The appetites of the whole family were keener than usual.
3. The trees around them protected them from the wind.
4. Chipmunks with black stripes frisked in the underbrush.

You may think that you have seen those same sentences before; but if you look sharply, you will notice a difference. *Tin plates* have changed to *plates of tin*. *Striped chipmunks* appear now as *chipmunks with black stripes*. In each case the modifying idea is the same, but the word used as an adjective has been changed to a group of closely related words, still, however, used as an adjective. Such a group of closely related words without subject or verb, used as an adjective, is called an adjective phrase.

*Underline the adjective phrases in to-day's story, and connect each by an arrow to the noun it modifies. (See first sentence.) There are twelve after the first sentence.*

### Mountain Trails

During the early breakfast there were many jokes about hearty appetites and much laughter over the tricks which Dad Quely promised each tenderfoot. But Frank and Bob proved their trust in their new friend by going with Ben for their first horseback ride.

The two greenhorns followed their scout through a maze of willows, across the turbulent current of Hoback River, and up the draw in the mountain. Their hearts fluttered at the steepness of the narrow, rough trail; but, as they saw Ben's utter unconcern, their trust in the horses grew.

The trail led up into the forest of pines and aspens where the novices were uncomfortably busy guiding their horses over fallen trees or through tangled branches. Finally they saw that Ben let his horse manage its own footing, while he deftly bent aside the branches before him with his elbow.

Suddenly Ben reined his horse. "Elk tracks," he said, pointing to some cloven marks in the softer earth of the trail. "Fresh ones too. But there's no chance to see elk at this time of day. They've gone higher up to escape the flies."

The boys were thrilled. Wild elk! What a sight! And their admiration for their quiet, Western-trained companion grew almost to wonder.

Score page 36 by this key. Check each error in recognizing an adjective clause and each error in recognizing the noun modified. Multiply the total number of errors by 4, subtract from 100 and record the score on page 36.

## The Baseball Game.

It was 3:30 in the afternoon when the two teams clashed. Norman and Lilvand working hard to beat each other. The score was 8 to 9 in the last inning. Norman at the bat, bases full, with a hard swing and it slam crack a long run and Norman had won.

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On page 40 is an exercise in understanding adverbs. Remove it from the pad at your teacher's direction.



## ADVERBS NEXT

Look at the underlined words in the following sentences:

1. The crowd shouted joyously upon Martha's winning the race.
2. Soon all the neighbors crowded around.
3. Everybody admitted that she had won fairly.
4. "I might easily have lost," said Martha.
5. "On the last lap I thought my saddle was too loose."
6. "You handle your horse very skilfully," exclaimed Dr. Morton.
7. "That was a rather exciting three minutes," drawled Bob.
8. "It happened too quickly for me to take a picture," complained Frank.

If the first sentence said, *The crowd shouted upon Martha's winning the race*, we should be free to imagine the crowd as shouting angrily or joyously or merely noisily. But when *joyously* is added to the sentence, we are not so free. We may imagine the crowd as shouting only *joyously*.

*Joyously* has limited or changed or modified our idea of the verb *shouted*.

In sentence 5, *too* modifies our idea of the adjective *loose*.

In sentence 6, *very* modifies our idea of *skilfully*.

Adverbs! — That is what we call words whose business it is to modify verbs, adjectives, or, as in sentence 6, other adverbs.

Examine sentences 2, 3, 4, 7, 8. You will see that each underlined word is an adverb, which modifies the meaning of a verb, an adjective, or another adverb.

Now notice how adverbs modify:

*Soon* tells **WHEN**.

*Around* tells **WHERE**.

*Very* and *easily* tell **HOW**.

*Rather* and *too* tell **HOW MUCH**.

Adverbs always modify by telling when, where, how, how much.

Show that you understand the use of adverbs by completing the following sentences:

*Soon* in sentence 2 is an adverb because it modifies the verb shouted.

*Around* in sentence 2 is an adverb because it modifies the verb crowded.

*Fairly* in sentence 3 is an adverb because it modifies the verb had won.

*Easily* in sentence 4 is an adverb because it modifies the verb lost.

*Rather* in sentence 7 is an adverb because it modifies the adjective exciting.

*Too* in sentence 8 is an adverb because it modifies the adverb soon.

On the back of this page write a paragraph about a thrilling game you have seen recently, using a number of adverbs to tell **WHEN**, **WHERE**, **HOW**, and **HOW MUCH**. Underline each adverb you use, and draw an arrow from it to the word it modifies.

Score page 40 by this key. Check each error in recognizing an adverb, both in the sentences below and in the original description of the game. Multiply the number of errors by 6, subtract from 100, and record the score on page 40.

*Soon* in sentence 2 is an adverb because it modifies the verb *crowded*.

*Around* in sentence 2 is an adverb because it modifies the verb *crowded*.

*Fairly* in sentence 3 is an adverb because it modifies the verb *had won*.

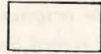
*Easily* in sentence 4 is an adverb because it modifies the verb *might have lost*.

*Rather* in sentence 7 is an adverb because it modifies the adjective *exciting*.

*Too* in sentence 8 is an adverb because it modifies the adverb *quickly*.

On page 44 is an exercise in understanding adverbial clauses. Remove it from the pad at your teacher's direction.





To be copied on progress record

## RIDING ON TO ADVERBIAL CLAUSES

Look at the underlined words in the following sentences:

1. The crowd shouted as if they shared Martha's triumph.
2. When she sprang off her horse, all the neighbors crowded where they could see her better.
3. Everybody admitted she had won because she was the best rider.
4. "I might have lost if I had not had such a smart horse," said Martha.

Another change! The adverbial phrases have been changed to adverbial clauses by the introduction of subjects and verbs.

You will notice that the adverbial clauses in these sentences are connected to the words they modify by *as if*, *when*, *where*, *because*, *if*. There are other such connecting words. Some of the others are *before*, *while*, *as soon as*, *unless*, *since*, *although*.

*Underline the adverbial clauses in to-day's story, and connect each by an arrow to the word it modifies. (See first sentence.) There are eleven after the first sentence. If the expression modified consists of more than one word, draw a wavy line under both parts to show that you see both parts.*

### The Trail Leads Up

It was lunch time before the riders from the 4 Bar N had crossed Cliff Creek Meadow. Where a grove of aspens spread its shade, they stopped. Off came packs and saddles, as man and beast shook and stretched. In a surprisingly short time, there were a good fire and steaming coffee.

Horses and riders were much refreshed when they set off once again on the trail. The mountains rose higher, and the canyon closed in as they went on.

Soon the sheer walls of mountains on each side met. Where they came together in a V, the fine white spray of Cliff Creek dropped from a height of two hundred feet. The riders' hearts quickened as they looked.

Although their path seemed to have come to an end, Dad Quely rode straight on, up the sheer mountain side. When Ruth saw the path ahead and the drop beside her, she gave a little cry and slipped off her horse. If she must trust to some footing, it must be her own. But, alas! This was no better. As her feet slipped, she grasped wildly with her hands at rocks and grasses to keep from falling to depths below. Finally she called beseechingly to the beast doggedly climbing before her.

"Oh, Headlight! Wait! Wait a minute! Stop him, Frank, when he gets to that wider spot! Let me get on again. He has four feet to hang on with."





To be copied on progress record

To be copied on progress record

## SERIES AND APPOSITIVES

Review the first two sections of style sheet 3. Can you manage the 34 commas needed by the series and appositives in to-day's story? Watch for apostrophes (4) and capitals (8).

### The Cowboy Entertains

Two days after the crowd returned from the pack trip, the ranch was in a state of great excitement over an important event a dance. In preparation there were mountains of sandwiches dozens of pies and cakes and gallons of salad and coffee to be made. The two biggest rooms the great living room and the dining room were cleared.

Shortly after supper cowboys sheep-herders school-ma'ams and families with babies and older children began to arrive in automobiles in wagons or on horseback until the yard began to look like the county fair. Wraps babies and baskets of food were stowed away in convenient out-of-the-way spots. Then the Jackson Syncopators the orchestra from Jackson arrived amidst a noisy welcoming cheer; and the dance began.

Mrs. Mortons eyes sparkled as she watched the fun. Men in bright shirts colored vests but no coats clinked spurs while they danced — danced with an ease and grace that surprised Mrs. Morton.

"A square dance," called someone. "Get your partners."

Bob Frank and Ruth stood against the wall, fascinated by the seemingly intricate steps the dancers went through to the accompaniment of *turkey in the straw* the clear voice of the tall cowboy who called the steps and the clapping hands of the on-lookers.

"Why, I don't even know what hes talking about!" exclaimed Bob.

"You will understand," said Ben. "You dance next time with Martha the best square dancer in this country."

Martha came for Bob laughed at his objections and carried him off to the liveliest dance of his young life.

Later came supper a substantial meal. Then the fun began all over.

Toward morning Dr. Morton said to his wife, "Its a good thing we have a day and a night to rest before we start for yellowstone park."

"Do we leave day after to-morrow?" cried Frank in dismay. "Oh, no! I cant leave the ranch the horses the mountains the people. Please!"

Mrs. Morton laughed. "We'll take along some of the people Ben and Martha. Dad Quely says they may go through yellowstone with us."

"Dad Quely's a brick a whole brick yard!"

Just then a brilliant orange balloon appeared on the horizon darted streaks of color into the mists and flooded the new day with warm mellow light. The music melted into *home, sweet home*; and the dance was over.

Score page 64 by this key. Check (✓) all errors in the use of commas. Then multiply the number of checks by  $2\frac{1}{2}$ , subtract from 100, and record the score on page 64. Next plainly circle all errors in review. Multiply the number of errors by 3, subtract from 100, and record the score on page 64.

## Where the Stentor Calls and the Fire Falls

postcard, a letter, and  
 letters, if you please, for Ruth  
 Avenue, Fairview, Illinois, in letter, the  
 lot, is for you, Frank. How's that day's returns."  
 address, Camp Curry, Yosemite, California, in  
 "It's from  
 and it's postmarked  
 Andy's letter  
 Weren't you surprised, old man, when  
 Well, I'm as July 8, 1932, was  
 that's the day Dad  
 Mother Dad Yosemite Park. Say,  
 Frank, it's a Camp Curry, our  
 Yellowstone, Wyoming.  
 great, rugged  
 it's hundreds  
 here, Frank, we I'd like Dad  
 he's too stiff  
 stunts, readings, and music. that's done, man, the host camp,  
 talking, and off, everybody  
 Point, motions still, and "Hello, Glacier  
 "Hello, Camp Curry,"

That's the

It's a waterfall of fire, Frank, and  
 Indians, they say, used signal, a warning  
 you, old man, it

here, a chap Batesville, Arkansas, wants  
 Mirror Lake

On page 68 is an adventure in pronunciation. Remove it from the pad at your teacher's direction.



## An Adventure in Pronunciation

To be copied on progress record

While the faithful Ruick followed the trail homeward, the hearts and thoughts of the Mortons were back in Wyoming, climbing a mountain path or watching Old Faithful. One afternoon as the car was humming smoothly forward and all were especially quiet, Bob made a real effort to shake up their good spirits.

"I bet I can write some sentences not one of you can pronounce without making a mistake. Here, somebody give me a pencil. I'll write the sentences on the outside of this cracker box."

After a little time of chuckles and knit brow he produced the following:

1. Before the *deaf* old peddler could *catch* the *mischievous* boys, they hid behind the *columns* of the *library* building.
2. *Interesting* data about *athletics* often appear in the *columns* of the daily papers.
3. On the *fifth* of *February* the *governor* will deliver an *address* to an *organization* of *adult* *Italians* in the *vaudeville* theater.
4. The *influence* of the *Italian* *romance* was *recognized*.
5. Ruth's *favorite* cat was not *drowned*.
6. After many *inquiries* the *aviator* delivered the *apparatus* to the right *address*.
7. Martha's *favorite* dress was an *exquisite* blue creation trimmed with *genuine* lace.

Frank was the first to read. Bob accused him of five mistakes. Then in turn each of the others read cautiously, but Bob was not perfectly satisfied with anyone's pronunciation, although he said his father had made only one error.

"Which one?" asked Dr. Morton good-naturedly.

"*Address*," answered Bob confidently. "The two meanings have different pronunciations."

"Do they these days?" inquired his father with a twinkle in his eye. "How times do change. I don't know just where we could carry it, but I see we need a dictionary to preserve the honor of the head of the house."

No sign of the depression of the early afternoon remained as all entered into friendly though heated discussion of Bob's words. How they longed for their old Webster at home. Presently they came to a small town.

"Stop! There's a library!" shouted Bob. When the car drew up to the curb, he jumped out and called back, "Come, Dad, let's look up *address*."

*Sophomore:*

- A. *Who was right, Bob or his father?*
- B. *Read the sentences out loud to test yourself.*
- C. *Look up each of the italicized words and copy the diacritical markings.*
- D. *Read the sentences out loud again. Were you a hundred per cent the first time? Which do you usually pronounce wrong? Can you read all seven sentences perfectly now?*
- E. *Make up a list of sentences of your own to test the pronunciation of these same words.*

Score page 70 by this key. Check (✓) all errors in caps and punctuation. Multiply the number of errors by 2, subtract from 100, and record the score on page 70.

## East, West — Home's Best

Irish o'clock August day's  
Charles Stuart's  
noon's train  
a boy's attention.  
"Well, it's  
don't mind. It'll be freshmen's  
"I'm reminded  
freshman's face  
Miss March's advanced history class  
first-year Latin. Can't  
someone's pushing Who's boss I'd like  
three minutes' friendly tussling  
the Mortons' windows  
an evening's fun,"  
"Frank's last letter won't be Labor Day,"  
"They're staying Say, what's  
Pleasant Avenue, Malone's sandy  
two seconds' space Frank's  
"Oh, Dad, it's Malone! Charles's  
Hi, fellows, come  
the boys' memories  
"That's for  
"Bob's kodak  
"They've promised  
"This family's homecoming Dr. Morton.  
Malone's tail

On page 74 is a preliminary tryout. Remove it from the pad at your teacher's direction.



20/70  
X Preliminary tryout! Test just ahead!  
Use all of the semester's skills!

PROGRESS SCORE: REVIEW

20 caps  
17 apostrophes  
24 commas

To be copied on progress record

### A mistake in judgment

"If there's anything he can do, I'd like to be told about it," said Andy. They were of course discussing Clarence Mason, the new boy. Although he had been a member of the sophomore class for two weeks and was in Charles' science class and Jerry's English history, no one had become very well acquainted with him. Cautious conversations about football, baseball, and basketball had revealed that he knew next to nothing about the boys' favorite sports. Yet his good humor and his stock of interesting unusual information had attracted them all. Frank the sociable one had even suggested asking him to join the Fairview Tennis Club.

"But, Frank, he doesn't even play tennis," protested Andy. "If you talk to him about serving, he'd think like as not that you were talking about sandwiches, pickles and cake. I can't imagine what he would think if he heard a fellow talk about a love set."

Just then Dr. Morton, who had been busy in the library, looked in at the group. His eyes twinkled. He held a thick foreign-looking letter that seemed to interest him. "What will you pay boys for some information about Clarence Mason's past? If you name a good price, it's yours."

"Oh, Dad, tell us! Here's a chair."

The doctor sat down and unfolded his letter. "I've noticed that most men's mistakes come from asking the wrong questions," he said. "Now you fellows it seems have been asking young Mason about touchdowns when you should have been inquiring about shooting rapids on the Colorado river. Did you ever think to turn the subject to tracking bear in the Rocky mountains, catching salmon in Baffin Bay, or climbing peaks in the Canadian Northwest? When he didn't know a lot about tennis scores, did you ask questions about excavating buried cities? I understand that he's just back from a three months' trip to French Guiana. You see, his uncle is Clifford Mason, the famous explorer."

- In the last three sentences underline each adjective phrase, and draw an arrow to the noun it modifies. There are 3.
- In the first two sentences of the second paragraph underline the adverbial phrases, and draw an arrow to the word each modifies. There are 4.
- In the fourth paragraph underline the adjective clauses, and draw an arrow to the noun each modifies. There are 2.
- In the third paragraph underline the adverbial clauses, and draw an arrow to the word each modifies. There are 2.

Have you learned what's what? The teacher's test will tell.



Ronny Jensen.

Biology

March 20, 1955



Cutting teeth  
(incisors)



Canine  
(cuspids)

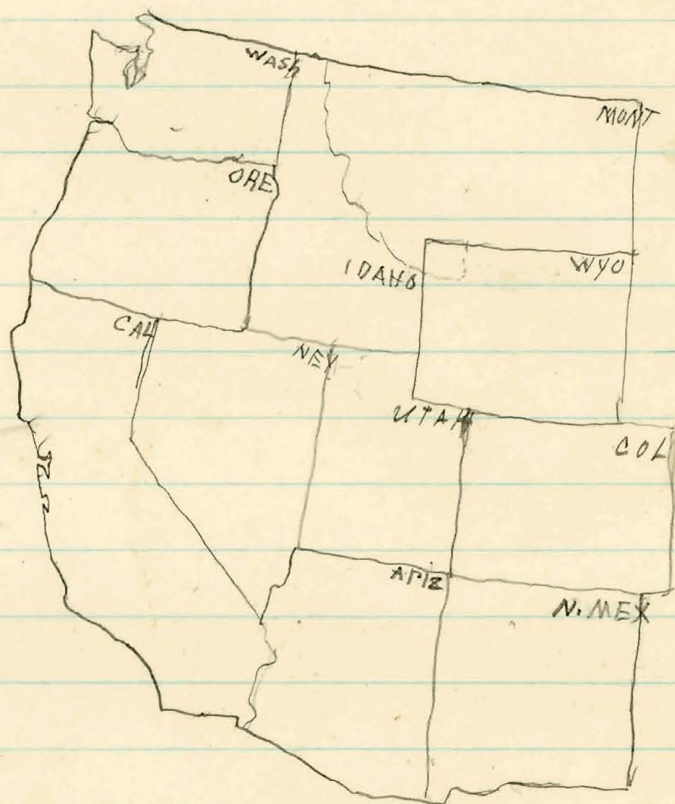


Grinders (molars)



Small grinders  
(premolars)







# Biologgy.

Rongro Jensen

experiment IV

tasting foods

c vanilla

✓ lemon extract

c sugar white

Florence

c salt

c sugar Brown

✓ cloves

This is with the  
nose held and eyes  
closed.

✓ vanilla

c lemon extract

c sugar white

Hilly

c salt

c sugar Brown

c cloves

when nose is not  
held the can taste  
right.

c vanilla

c lemon extract

✓ sugar white

Wilber

c salt

c sugar Brown

c cloves

vanilla

lemon extract

sugar white

salt

sugar Brown

cloves



1. Explain the different processes in digestion
  2. Name the classes of food and tell what each does for the body.
  3. Explain the absorption of foods
- H. Spell and define
- |         |           |               |
|---------|-----------|---------------|
| albumin | glycogen  | vitamin       |
| enzyme  | lacticals | protein       |
| glucose | calorie   | carbohydrate. |



Biology Note Book  
Ronda Jensen.

Feb. 28, 1935

Drawings





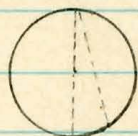
Geometry.

Bongers Jensen.

March 12 1935

Plate no 1

1/



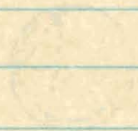
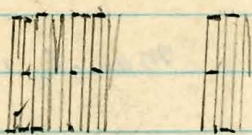
3/



4/









Ronger

Geometry.



# Biology.

## Respiration.

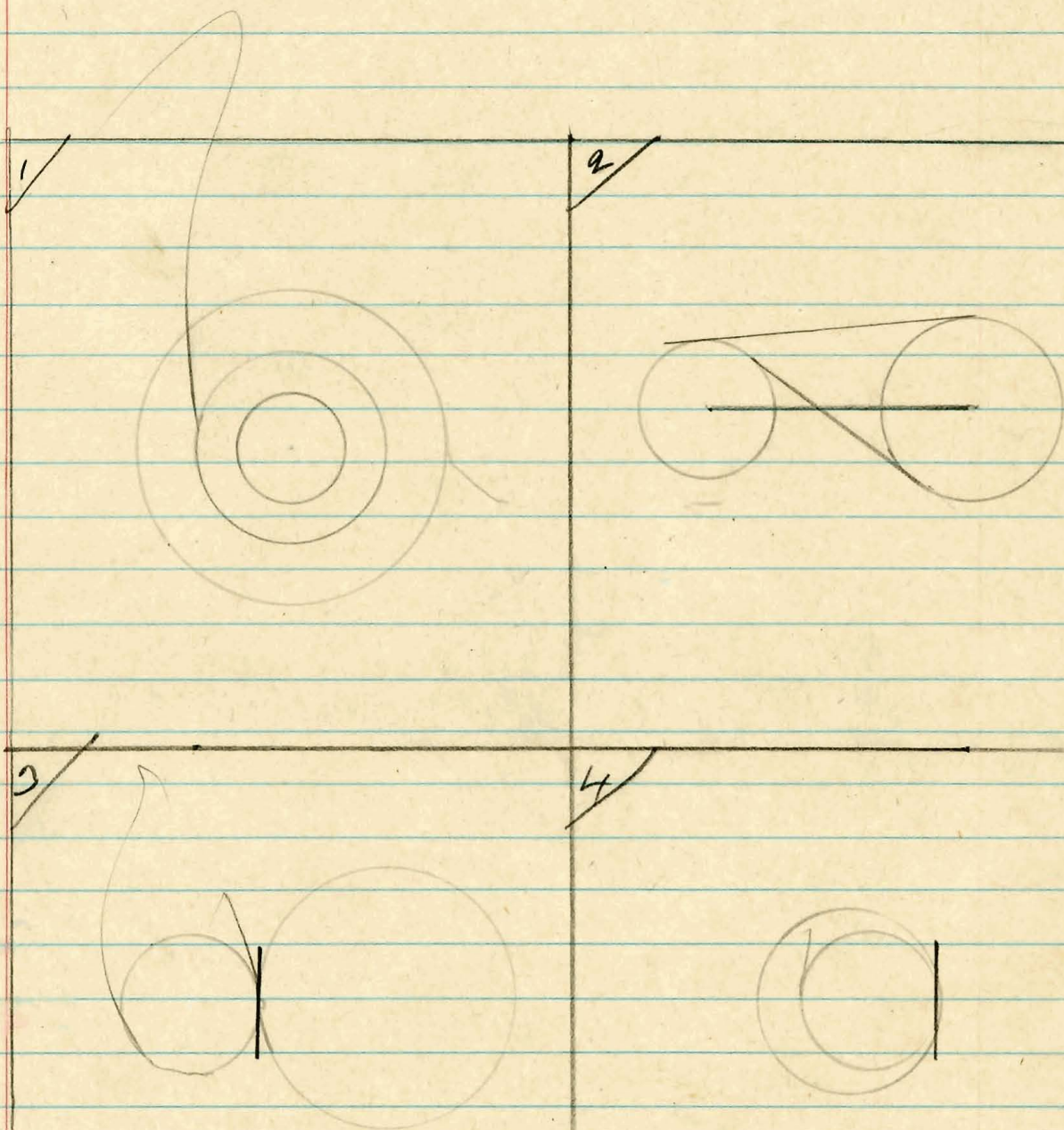
1. The life function which consists of getting and delivering oxygen to protoplasm.
2. The taking in of air into the lungs.
3. Nose throat trachea bronchi and sac.
- 4.



Plate 3

Ronger Jensen.

March 8, 1935





## Biology

salivary  
pharynx  
esophagus.

pancreas  
foliate  
appendicitis  
villi

maculae.

papillae  
cavity.

dentine

enamel

tooth

rectum

pterygium

cutaneous

diaphragm

cardiac

pyloric } valves.

verruiform appendix

anus



Leavenworth Wash.

March 13, 1935

Dear Mother.

Well I got the shoes and rubbers alright. Sure needed them, the others were all wore out. They were all broke out and the sole was gone.

On one of these nice spring days I might come over for a day or two. I won't need a cent to go over there.

I call the new boy "Fritz" I saw him yesterday when the nurse brought him in to eat. He just looks like a baby. you know they all look alike.

Ann is fine, she is up to the other house all the time. She went to see her mother this morning. The little David.

I feel fine. I feel like a cow in a spring rain. I don't know how ~~much~~ much I weigh now guess about 40 or 2 what is the dif.

How is everybody over there, now are the kids going to school and why don't someone over that way write to me once in a while I have written twice many they are like me.

I will write a little more latter.



Biology.

Ronger Jensen

March

[illegible]



MY P. J. V. 13

Biology  
Ranger Jensen

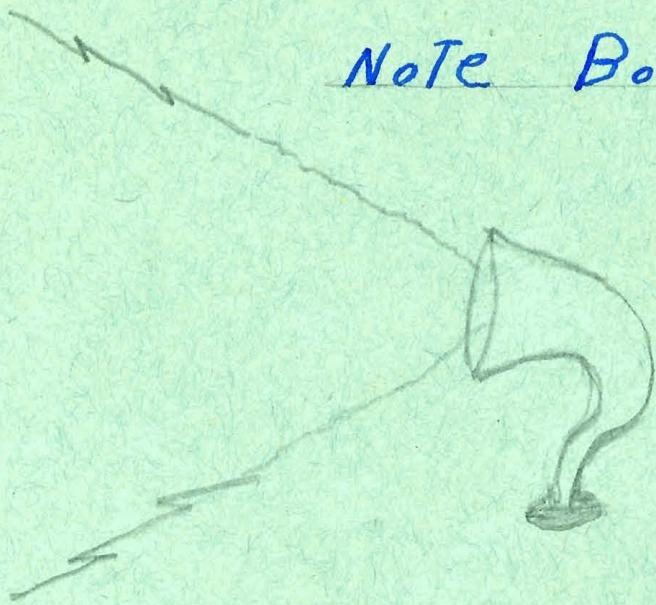
March 13, 1938

Grasshopper  
Lurch  
Dragonfly  
frog!  
man.



Biology

Note Book.



Boyer Jensen.



# Biology Note Book.

Ranger Jensen

Feb 19, 1935

animal	Active in summer	Active in winter	Home				Protection				
			earth	water	air	nest	night feeding	day feeding	color	external skeleton	Method of escape
Earthworm	x		x				x	x	red		lie in soil
Fly	x				x			x	black	x	fly
English Sparrow	x	x			x	x		x	brown		"
Dog	x	x	x				x	x	any color		legs
Man	x	x	x				x	x	white		legs
Owl	x	x			x	x	x		light brown		wings
Walrus	x	x	x	x			x	x	black		find
Seal	x	x	x	x			x	x	gray		find
Rabbit	x	x	x				x	x	any color		legs
Fish	x	x		x			x	x	black		find
Frog	x			x				x	black		legs
Eskimo	x	x	x				x	x	red		legs



## Biology Note Book.

Ranger

Feb. 19, 1935

### Special Topics.

1. Man can control his environment to a great extent now.
2. An animal does not control his environment very much.
3. Heat makes a man slow and cold makes a man keep busy.
4. Some do and some do not.
5. Ancient man had a very hard life, each man had to fight for himself. Now people work together get more done and easier things to help protect himself and others. The man now has more freedom. Men now are more efficient.
6. About 50 or 60. Some animals live much longer, but most of them do not live as long.
7. They are apart who were lived in caves, woods and in the trees.
8. Some animals migrate and some do not. Some migrate for better place to live more food and not so many enemies. Yes



Biology Note Book.

Rouger Jensen

Feb 20, 1935

Spelling words to Define.

epidermis = The outer layer of the skin.

corium = The deeper layer of the skin.

Mucous = A fluid found beneath the epidermis.

papillae = The boundary line between the epidermis & corium.

Tactile = The feeling hairs on an animal.

subcutaneous = A tissue below the corium.

corpuscle = A cell in the skin.

follicle = Part of the hair found in the epidermis.

Roger Jensen

Biology Note Book

Feb 20, 1935

Questions on page 424.

1. The skins of invertebrates vary greatly, but all invertebrates have a skin that is about the same.
2. Epidermis and Corium
3. In fish the scales and in birds the feathers are not in the skin of a man.
4. The skin of a frog has blood in it and does not have pores.
5. The sweat gland is a gland that takes in water out of the blood and sends it out through the skin. It cools the body and through off waste.
6. Man has very little hair on his body, while animals have lots. And man lacks the feeler hair found on animals.
7. Tell by the skin if a person is ill or not.

Identification

Remove sweat from the body

Keeps the inside cells from being hurt



# Biology

Ronger Jensen

Feb. 21, 1935

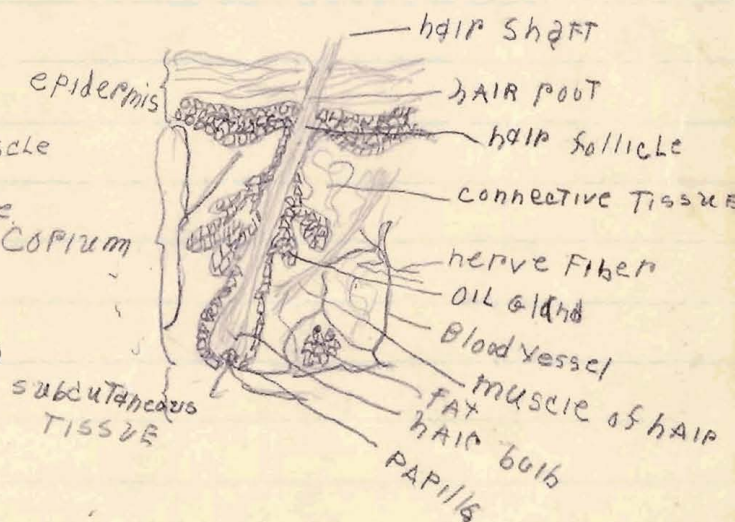
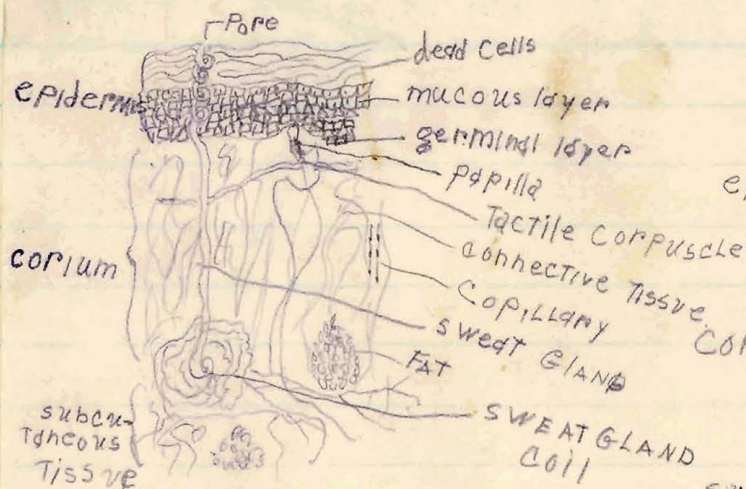


Diagram of the skin.

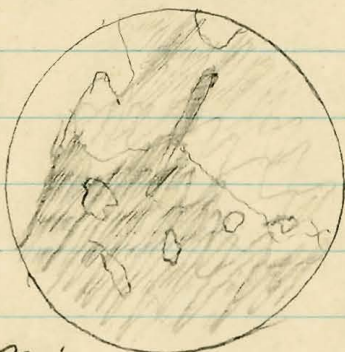
Diagram showing relation of hair to skin.

Biology

*Ranga jense.*

Feb 2, 1935

Extra



Microscopic Drawing  
of some skin.

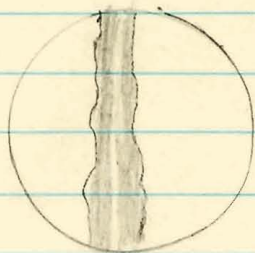


Biology

Ronny Jensen.

Feb 21, 1975

Microscopic Drawings.



Drawing of Hair

## Biology.

Ranger Jensen

Feb

## Names of the Bones in the Body.

### Bones of the Skull.

1. cranium
2. malar (cheek) bone
3. Nasal bones
4. superior maxillary bones.
5. inferior " "
6. cervical region of spinal column

### Bones of the Trunk.

1. clavicle (collar bone)
2. shoulder bone
3. Sternum
4. ribs.
5. lumbar region of spinal column

### Pelvic bones

1. innominate bones
2. pelvic cavity.

### Bones of the arms.

1. Humerus
2. radius
3. ulna
4. carpus
5. phalanges.

### Bones of the legs.

1. femur
2. patella (kneecap)
3. tibia



4. Fibula

5. Tarsus

6. Phalanges

Biologes  
Ronger Jensen

Feb 27, 1935

Questions on page 440.

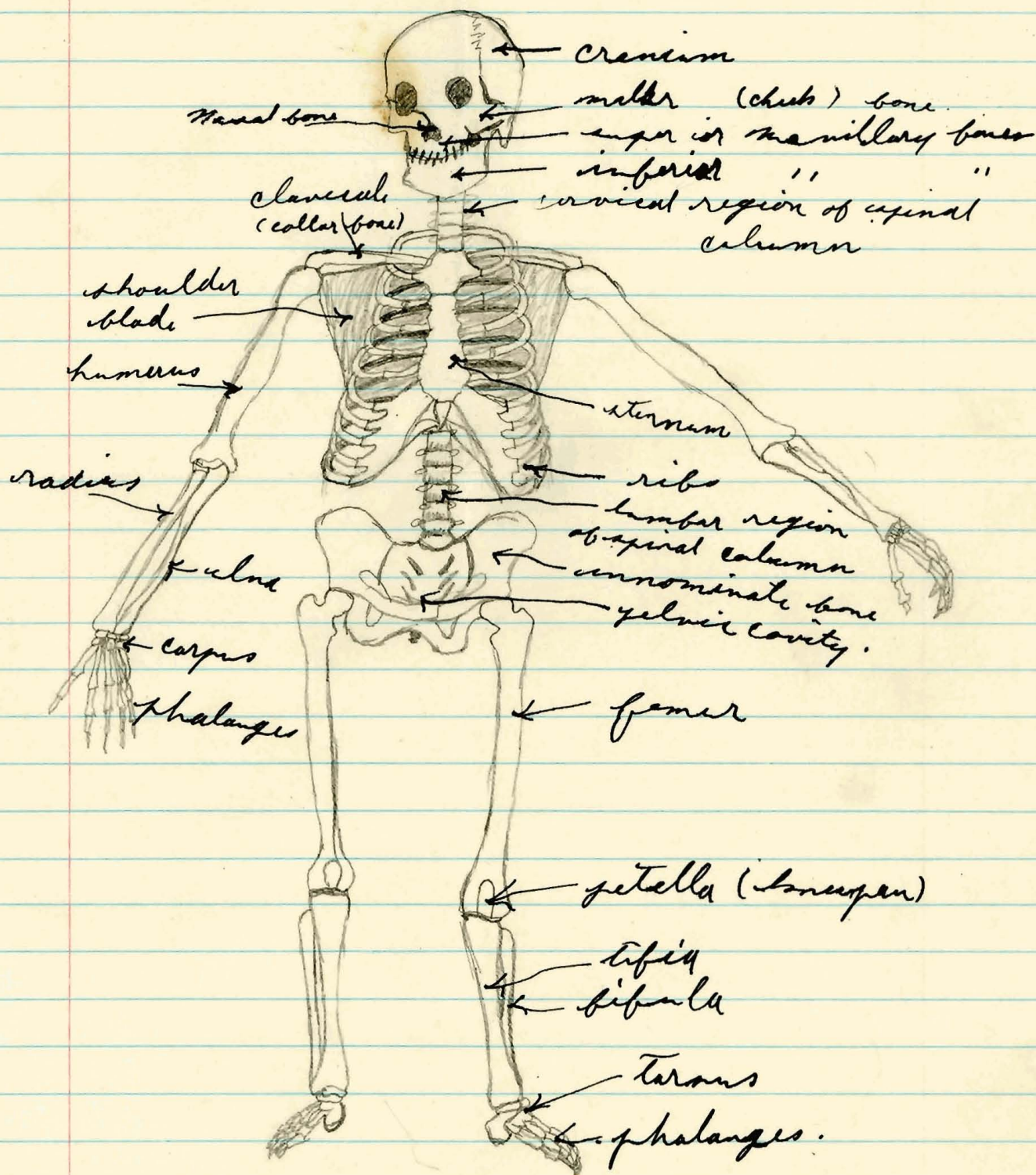
1. The skeleton of a man is inside of his body with round solid bone while that of the crayfish is on the outside hollow with flesh inside.
2. They start with a cartilage and keep on forming bone as a person grows older till they are twenty find then all the cartilage has changed to bone.
3. The bones grow because the individual cells are supplied with food from the blood.
4. Near the ends of bones and in the ear nose and sinuses of children.
5. The bone is placed in splints or cast to keep them from slipping. The protective splint must be left on till new bone forms and has time to harden.
6. Whenever two bones meet the place is termed a joint.
7. The tearing or stretching of ligaments is called a sprain.
8. A muscle stretches and is pliable and a bone is hard and can not bend.
9. Involuntary and voluntary.



- 10 To move the body keep organs moving.
- 11 The nerves tell when the muscle is to move we think a thing and the nerve connects the mind with the muscle.
- 12 The blood vessels feed those cells.
13. Glycogen furnishes energy for muscle  
Protein furnish repair to the muscle
- 14 To develop the muscle.
- 15 Good posture is very important to health.

Biology  
Ranger Jensen.

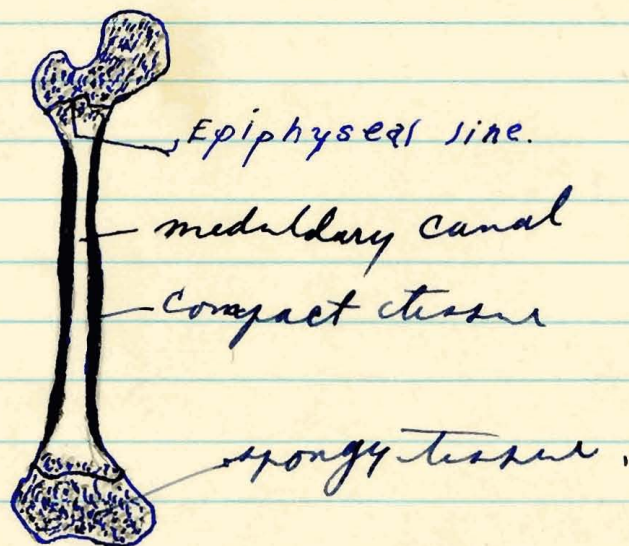
March 6, 1935





Biology Note Book  
Ronger Jensen Feb. 28, 1935

Drawings.



LONGITUDINAL SECTION OF A BONE

Biology Notebook.

Rouger Jensen

March 1, 1955

1. The cartilages in the legs want a lot of ~~oxygen~~ to walk till it has become bone.
2. They help lighten the bones
- 3.



Biology.

Ranger Jensen

March 5, 1935

1. Red and white corpuscles.
2. The fibrinogen in the blood.
3. It is pear shape. size of two fists. middle of chest cavity it contracts and expands.
4. Red carry oxygen & the white ~~carry~~ fight disease.
5. (a) carry blood away from the heart.  
(b) veins carry blood back.  
(c) carry blood to every cell.
- 6.
7. It has no special way to go.
8. Put a tourniquet ~~above~~ above and artery & vein will put out above.
9. Blood leaves the head. Put the heat lower than the rest of the body.



Rongor Jensen. Biology -

March 15/1933

1. epiglottis - The covering over the opening.  
over the wind pipe.
2. larynx - The voice box
3. Bronchus - Either one of the two large  
tubes that branch off from the  
wind pipe.
4. inspiration - Taking in of air.
5. expiration - The letting out of air.
6. epithelial - the layer of thin cells  
in the lung sacs.
7. suffocation - not getting enough air  
in the body.
8. tubule - The structural units in the  
kidneys.



Biology Moto Book,  
Ponyer Jensen - March 15, 1995

1. Quaternation
2. plasma.
3. fibrinogen
4. thoracic
5. blood pressure
6. capillary
7. ventricle
8. hemoglobin
9. auricle
10. hemorrhage
11. blood heat
12. pulse
13. artery
14. heart
15. aorta
16. pulmonary system
17. systemic //
18. portal //
19. lymph.
20. pericardium



Biology  
Ronger Jensen

March

- 1 slovary
- 2 pharynx
- 3 esophagus
- 4 pancreas
- 5 gastric
- 6 gallbl
- 7 pendulous
- 8 villae
- 9 mucus
- 10 papillae
- 11 dentine
- 12 enamel
- 13 tartar
- 14 -
- 15 epithelium
- 16 diaphragm
- 17 cardiac
- 18
- 19
- 20



Book II.

I Write proposition III giving reasons  
in full

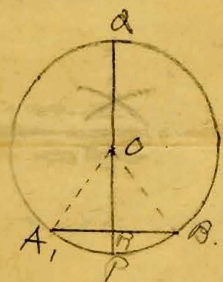
II Write proposition I giving reasons  
in full

III Make a list of the corollaries in book II

IV Write out definitions of circle, chord,  
tangent, central angle, inscribed angle  
ratio, proportion.

Put your work below and on the  
reverse side of this paper.

1. A diameter  $\perp$  to a chord of a circle bisects  
the chord and the arcs determined by the chord.



Given the circle O, and the diameter PQ and chord AB at R.

To Prove.  $AR = BR$ ,  $AP = BP$ ,  $AQ = BQ$

Proof I Draw the radii OA and OB and connect any two

pts. a straight line may be drawn.

$$OA = OB$$

$$OR = OR$$

$$\therefore \triangle OAR \cong \triangle OBR$$

$$\therefore AR = BR \text{ and } \angle x = \angle y$$

$$\therefore AP = BP$$

$$AP + PAQ = PBO$$

$$\therefore AQ = BQ$$

II radii of same O are equal.

III identity

IV Hypotenuse and leg of right triangles

V corresponding parts of  $\cong \Delta$ .

VI In the same circle or in equal circles, equal chords intercept

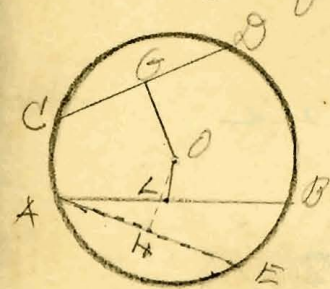
VII a diameter of a circle bisects the circle

VIII if  $\cong$  are sub from  $\cong$

the remainder is  $\cong$



11/ If in the same circle, or in equal circles, two chords are unequal the shorter is at the greater distance from the center



Given in circle or the chord  $CD < \text{chord } AB$   
 $OG \perp CD$ .

To Prove.  $OF < OG$

Proof:  $AB > \text{chord } CD$

$$2. AB > CD$$

3. Mark off on  $AB$  the  $AE = CD$

4.  $\therefore \text{Chord } AE = \text{chord } CD$

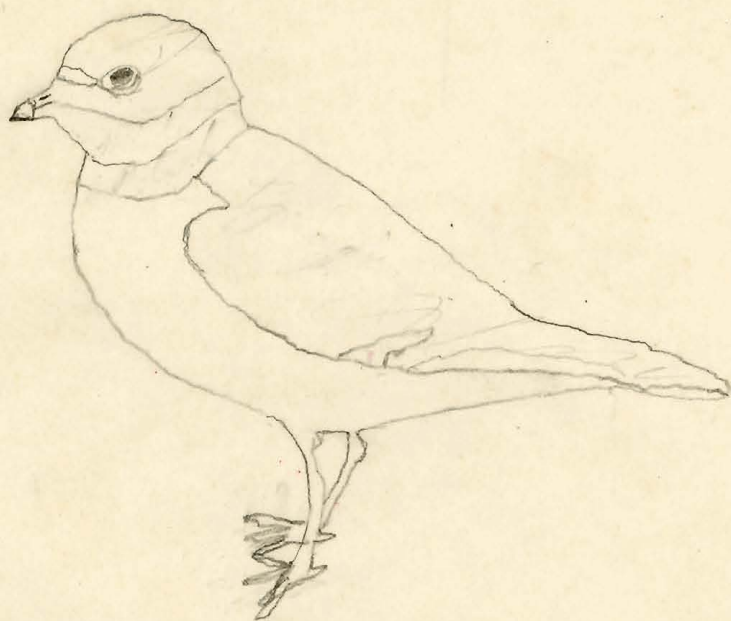
5. Draw  $OH \perp AE$

1. hyp.

2. if in the same circle or in equal circles, two arcs are unequal, the greater arc contains the greater chord.  
 3. between or three ~~two~~ points a straight line may be drawn.  
 4. In the same circle, or in equal circles if two arcs are equal their chords are equal.







W

Wash

30  
8  
4  
2  
~~10~~  
10  
4  
4  
2  
2  
4  
3  
2  
1

Wash.

Wash.

125

50



